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ABSTRACT

This survey identifies the characteristics that set the middle schcol apart from other types of academic organization. A questionnaire was sent to 1,988 schools whose names included the words "middle school," as well as to other schools that could conceivably be considered middle schools. Stratified random samples of 275 elementary and 91 junior high schools were added to furnish a basis for comparing middle schools with non-middle schools. Tables show (1) number, location by USOE regions, grades included, enrollment, and grades taught by various types of schools: (2) ratios of pupils to counselors, teachers, and administrators by grade and enrollment: (3) types of class schedules and study provisions, kinds of athletic programs and social activities, and primary responsibility for discipline by grade organization. The middle school philosophy is to prepare pupils for adult responsibilities withou exposing them prematurely to experiences for which they are unprepared. Although less than half the respondents believe that their schools are maximally implementing this philosophy, a larger proportion believe that their schools are attempting to do so. A bibliography is included. A related document is ED 024 121. (MFL)

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quest for identity:

National Survey of the Middle School 1969-1970

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Introduction

What is a middle school? What is its present status? What are its prospects for the seventies? In order to obtain reliable information concerning these important questions, we recently launched a nation-wide survey of the middle school movement with funds supplied by Chicago State College.

Partial surveys of the middle school have been made by the Educational Research Service, Gruhn and Douglass, Cuff, and others.[1,2,3] The results of a full-length study were reported by Alexander in July, 1968.[4] His findings were based on a random sample of 110 middle schools. He defined a middle school as one having three to five grades, including grades 6 and 7. In 1968, Gruhn and Douglass sent a questionnaire to 396 6-8 schools with an enrollment of 300 or more pupils.[5] The reference in their findings to a median pupil-counselor ratio of 1:500 for the hundreds of schools represented in the study was particularly significant in view of the heavy emphasis in the literature on the need for intensifying the counseling function in the new middle schools. Cuff reported contacting 36 state departments of education and other sources for his study of the middle school.[6] He defined a middle school as having grades 6 and 7 and not extending below grade 4 or above grade 8.[7] The Educational Research Service has made several middle school surveys since 1963 with somewhat limited results.[8] Except for the Alexander and Gruhn and Douglass studies, the remaining studies merely confirmed the existence of a trend toward reorganization of the intermediate grades of the elementary school. On the other hand, Alexander attempted to develop baseline data concerning the origins, numbers, curriculum, organization, and operation of existing middle schools. His study disclosed few departures from conventional practices among middle schools.[9]

The present survey has gone beyond earlier ones in the following respects:

1. It sought to reach, by means of a mail questionnaire, all schools in the United States that were presumed to be middle schools.
2. For purposes of comparison, questionnaires were also sent to stratified random samples of junior high schools and elementary schools.
3. Proceeding on the supposition that a key factor that might distinguish middle schools from other intermediate-type grade organizations is the extent to which middle school administrators, teachers, and counselors offer support to students, and borrowing in part from Gruhn and Douglass, who secured counselor-pupil ratios at respondents' schools, pupil-teacher, pupil-counselor, and pupil-administrator ratios were obtained for all respondent schools.[10]

Survey Definition of the Middle School

For the purposes of this study, a middle school was tentatively defined as a school which included at least two grades between grades 5 and 8, but in all cases grades 6 and 7. Although the Committee on Junior High School Education of the National Association of Secondary School Principals specifies a minimum of three grades for middle schools, it seemed impracticable to ignore the 21 6-7 schools that are listed in the directories issued by the various states whose programs conform in most respects with those of other middle schools.[11] As will be noted later, this tentative definition of the middle school had to be revised as a consequence of the data developed during the survey.

Inclusion of grades 6 and 7 followed the specifications laid down by both Alexander and Cuff and by most students of the middle school, who agree that 12- and 13-year-olds, among others, belong in the prepubescent age group.[12] Schools with students below grade 5 or above grade 8 were not included. As Moss points out, nearly all students of the middle school agree that the ninth grade properly belongs in the high school.[13] On the other hand, the way was left open for broadening the scope of inclusive grades other than typical middle school grades justified such a decision. It should be noted that in numerous instances school district administrators have affixed the title "middle school" to schools covering virtually the entire spectrum of grade levels from kindergarten through the ninth grade.

The Questionnaire

A one-page questionnaire was mailed to every school in the United States that was listed in the directories issued by the various states that fitted the definition of a middle school, to all self-styled middle schools, regardless of grade level, and to schools bearing a variety of suggestive names, such as "intermediate school," "central school," "upper elementary school," and "senior elementary school." Questionnaires were also sent to a stratified random sample of 275 elementary and 91 7-9 junior high schools. Although it was not possible to reach schools in either Massachusetts or Nebraska, listings for these states in their educational directories yielded 13 and 3 self-styled middle schools respectively. The population of these middle schools totalled 1,988. Usable responses aggregated 2,048, or 87 percent of the 2,354 questionnaires mailed.

The questionnaire sought to elicit information relative to certain aspects of the "ideal" middle school program that have been highlighted in the literature on the middle school movement. Proponents of the middle school point to such features of the junior high school program as departmentalization, rigid time schedules, subject matter-oriented instruction, interscholastic athletics, marching bands, social dancing, and proms as manifestations of the failure of this institution to bridge the gap between middle childhood and adolescence. They would substitute the middle school for children ages 11 to 14, who may be too mature for the self-contained classroom, and yet not mature enough for a high school program. To prepare these pupils to shoulder adult responsibilities without exposing them prematurely to curricular and

co-curricular experiences for which they are said to be developmentally unprepared is the major challenge which middle school educators must face. This can best be accomplished, so the argument goes, by means of the "school within a school" plan, with emphasis on the individualization of instruction, flexible scheduling, the inquiry and discovery methods, independent study, team teaching, seminars, learning resource centers, extensive counseling, intramural athletics, and in-school, daytime social activities.[14]

Specifically, the questionnaire sought information relative to pupil-support by administrators, teachers, and counselors, class schedules, discipline, study arrangements, athletic and social activities, and exploratory course offerings. A particularly crucial question, Question 12a and 12b, required the respondent to determine whether his school had "arrived" in terms of the middle school philosophy, was moving toward the middle school concept, or simply did not belong. The question was intended to give the respondent the opportunity to assess the performance of his school in terms of his own conception of what the middle school seeks to accomplish rather than on the basis of a ready-made frame of reference. Question 11, which requires the respondent to identify the organizational structure which his school most closely resembles, seems to be answered in the title of the school in the address section of the questionnaire form, but in terms of the responses we received to this question this was quite often not the case.

It was anticipated that a model middle school would fit the following specifications:

1. It would have a grade span which would include grades 6-8, but sometimes, also, grade 5.
2. It would have at least 1 counselor for every 200 students, 1 administrator for every 400 students, and 1 teacher for every 19 students.
3. It would have a learning resource center and study carrels.
4. It would have flexible scheduling, an independent study program, and student seminars.
5. It would train pupils in problem-solving and discovery techniques.
6. It would have a broad and imaginative array of exploratory courses.
7. It would emphasize intramural rather than interscholastic athletics.
8. It would shun after-school social dancing and proms.

Findings of the Study

The total number of middle schools as shown in Table 1 both by region and by state was 1,696 (but this total would be scaled down to 1,294 if the Alexander criteria were followed). Region 5, the midwestern tier of states, leads the nation in number of middle schools. Region 9, on the West Coast, occupies second place. An important difference between these two regions is that for the latter, a single state, California, accounts for better than 80 percent of all the middle schools in this region, whereas for the Midwest, Illinois, Michigan, and Ohio each have more than 100 schools. By whatever standards are applied, it is apparent that the number of middle

schools is increasing rapidly. Fourteen states in Alexander's study which listed no middle schools now account for 120 schools. Region 8, the Mountain States, which had the smallest proportion of middle schools in the Alexander study, still is in last place, but it has added 32 middle schools to Alexander's total, a jump of 900 percent. Region 2, the Middle Atlantic States, although now in a rather tenuous third place, will assume a much more important role in a short time, as an ever-larger number of New York City's junior high schools convert to middle school status.

In terms of rates of growth, comparisons can be deceptive. Region 8's 900 percent growth was from a base of 4 schools. The very large growth rates of Regions 3 and 6 are all likewise from a small base. On the other hand, Regions 1, 4, 5, 7, and 9 each registered impressive gains. These data should be qualified in view of the fact that the frames of reference for the Alexander and the present study are not parallel.

Although the literature does not specify an optimum size for the middle school, data supplied by Alexander indicated that about 81 percent of his sample of 106 schools had enrollments ranging from 201 to 1,000 pupils.[15] For the current population of middle schools, the comparable percentage is 80.1. On the other hand, as Table 2 indicates, schools with more than 1,000 students enrolled 2.5 percent more pupils than schools with less than 200 students.

Apparently, there is a trend toward larger enrollments in middle schools. An increasing number of the newly-organized middle schools are probably experiencing much the same pressures from mounting pupil enrollments as other types of grade organizations.

Which grades to include in the middle school classification has been a difficult problem to resolve for students of the middle school movement. Although by unanimous consent, grades 5- or 6-8 represent the very core of the intermediate age group, there is less agreement about the grades above and below these ranges. As Table 3 shows, some 89 respondent schools reported having 4-7 and 4-8 grades and another 48 described themselves as having 5-9 and 6-9 schools. Perhaps the data in Table 4 will help to clarify the problem. This table shows, among other things, that only 11 out of 350 self-styled middle schools had grade 9, and only 12 of these schools had grade 4. If current practice is any guide, all but a handful of school organizations subscribe to the notion that neither grade 4 nor grade 9 properly belong in the middle school.

One puzzling exception to this consensus is the status of 7-8 "middle schools." Table 4 lists 27 such schools in a population of 350. It is difficult to understand the motivation underlying the decision to attach the middle school label to school organizations which do not include either the fifth or the sixth grade. Perhaps these administrators merely employ this nomenclature to identify a type of school that stands between the elementary and the high school, without regard to the usual implications which are believed to attach to the term "middle school." Further analysis of this problem appears in a later portion of this report. Another interesting point about this table is

the large number of schools with typical middle school grades which have not adopted the title "middle school." It may be, as one source states, that not all 5-8 or 6-8 school principals consider their schools to be middle schools, but it is fair to assume that the very fact that these particular grades were singled out for reorganization indicates the presence of some underlying notions about the needs of children in these age groups.[16]

Tables 5-7 summarize the results of attempting to determine whether the degree of staff support of pupils by administrators, counselors, and teachers might serve as a measuring rod of adherence to the middle school philosophy. In designing these tables an attempt was made to gather data on the following questions:

1. What are the ratios of administrators, counselors, and teachers to pupils in middle schools?
2. How do these ratios compare with the corresponding ratios for other types of schools?

It was assumed that if the middle school is truly unique with respect to pupil support, this should be reflected in significantly more favorable pupil-administrator, pupil-counselor, and pupil-teacher ratios than for other types of schools.

As Table 5 shows, the elementary ("Other") and 7-8 categories adhere most closely to the arbitrarily set optimum pupil-administrator ratio of one administrator for every 400 pupils or less. The remaining types of grade organization report a rate of conformity which hovers around the 50 percent mark. In this connection, the 5-9 and 6-9 junior high schools are only about four percentage points behind the middle school organizations. Apparently, the pupil-administrator yardstick does not at this time distinguish significantly between these two types of school organizations. Incidentally, the probability that chance sampling errors could explain the results for this and most other tables is substantially less than one percent when the chi square test and the Yates' correction for small expected frequencies are applied.

Table 6 furnishes the necessary data relevant to pupil-counselor ratios. The most striking aspect of this data is the relatively large proportion of schools reporting the absence of any professional counseling personnel. This is understandable for the "Other" category, with its heavy representation of conventional elementary schools. However, if we are to include the 4-7 and 4-8 schools in the middle school category, it would be difficult to reconcile such a decision with the fact that about 60 percent of all these schools report not having a single counselor. In this respect, this group of schools shares the "also ran" honors with the "Other" category. It is also quite noteworthy that by far the smallest proportion of counselorless schools are to be found among the schools which include the 9th grade in their organization. It is, of course, possible that many of the counselors in these schools furnish vocational guidance rather than other forms of assistance to students.

Incidentally, the optimal level of one counselor for every 200 or less students is conspicuous by its absence among all types of grade organizations, with the possible exception of the "Other" category. It may, of course, be that the optimal level has been set too low. If, for example, the ratio is set at 1:400 instead of 1:200, all percentage figures for this category are boosted substantially. Still, across the board the level of acceptance leaves much to be desired. Once more, however, the poorest showing is made by the 4-7 and 4-8 and the 5-7 through 6-9 schools.

Table 7 relates to the pupil-teacher yardstick. Again, the 1:19 optimal ratio is not in effect among the vast majority of reporting schools. Sharing the bottom positions in the distribution (at least relative to the optimal ratio) are the 4-7, 4-8 and the "Other" schools. The 7-8 schools occupy a somewhat tenuous lead with the remaining schools following close behind. It would appear from this table that the 20-25 range of pupils per teacher is the most typical, if we are willing to accept a 50 percent mean acceptance rate as typical. Again, however, the schools catering to prepubescents trail several of the other types of schools in the 20-25 range. The pattern already noted for the 4-7, 4-8 schools with reference to the pupil-counselor and the pupil-administrator yardsticks is again apparent with reference to the pupil-teacher yardstick. These schools report the single largest proportion of 1:26+ ratios.

At this point two facts emerge quite plainly:

1. None of the three ratios of pupil support discriminates markedly among the various types of intermediate grade schools. There is no clearcut evidence that middle schools offer substantially greater pupil support than non-middle schools.
2. Schools with grade organizations which are situated either at the lower margin of 5-7 through 6-8 organizations (grade 5) or at the upper margin (grade 9) bear no marked resemblance to the typical middle school grade organization, at least as far as pupil support is concerned.

It may be of some value to explore the possibility that schools with small enrollments, regardless of type of grade organization, may, in the main, have fewer counselors, administrators, and teachers per pupil than schools with large enrollments because of a narrow tax base in the respective school districts. For this purpose, Tables 8 and 9 were developed. These tables supply the respective ratios in terms of enrollment size.

Table 8 subdivides the pupil-administrator ratios in terms of enrollment figures. As noted previously, no one type of grade organization has an unusually large proportion of schools with enrollments of 200 or less pupils. Nearly all of the schools in the lowest enrollment category (200 pupils or less) reported having a single administrator. The higher ratios for a few schools generally reflect a situation where the administrator must divide his time between teaching and administrative duties. However, it should be noted that as school enrollments mount, the proportions of single-administrator schools declines and the rate of decrease accelerates at the point where schools

enroll as many as 601-800 students. Also noteworthy are the rather favorable support ratios among the schools which enroll larger numbers of students, up to the 1,200 mark. It may be that sheer size and/or availability of funds have a great bearing on the magnitude of the pupil-administrator ratio than do philosophical considerations.

The pupil-counselor ratios in Table 9 reinforce the impression that schools with large enrollments tend to offer greater pupil support than schools with small enrollments. For example, the proportion of schools which report that they have no counselors is very large for the smallest schools and starts to level off at the 401-600 enrollment mark. It continues to decline with every step advance in enrollment figures. Concurrently, beyond the 601-800 enrollment figure, more than one-third of the schools report pupil-counselor ratios of 1:401-600. Perhaps, as Alexander reports, the teacher-counselor affords ample counseling support without the need for extensive supplementation of his efforts by professional counselors.[17] The limiting factor, of course, is that few middle school teachers have been trained to assume guidance roles.

This dichotomy in support ratios for large and small schools does not apply to pupil-teacher ratios (see Table 10). For all enrollment categories the largest proportion of schools report ratios of 20-25 pupils per teacher. These are undoubtedly fairly exact ratios, since the questions which were the basis for these ratios merely required supplying separate totals for enrollment and numbers of teachers. This is likewise true of the pupil-counselor and the pupil-administrator ratios. Although these rather favorable pupil-teacher ratios for all types of schools meet the specifications laid down for junior high schools by the *North Central Association Quarterly*, it is difficult to reconcile them with widely-quoted data relating to overloaded teachers in large urban school systems.[18]

In perspective, the data in Tables 8-10 seem to bear out the contention that pupil-administrator and pupil-counselor ratios vary directly with size of schools, the larger schools generally having more favorable ratios than the smaller schools. However, as we have seen, this is not the case for pupil-teacher ratios. At any rate, inasmuch as only small percentages of schools report enrollments of 200 or less students, the absence of any significant differences in pupil support between middle and non-middle schools cannot be linked to differences in size of pupil enrollment.

Most of the data which follow relate to certain important aspects of day-to-day school operations, including responsibility for discipline, time schedules, study arrangements, exploratory offerings, athletic programs, and social activities, as well as more basic questions dealing with organizational philosophy and self-concept.

One question that yielded unusual results required the respondent to identify the individual or individuals in the school organization who bore the primary responsibility for discipline. In the course of visits to a number of middle schools in Illinois and Indiana, the authors learned that the principals of those schools which seemed to have higher standards took pride in the fact that their counseling staffs were relieved of the need to handle routine disciplinary cases that were referred by harried teachers. For this reason, a question on discipline was included in our questionnaire for the purpose of gauging the extent to which other school organizations were following a similar practice, particularly since the two leading

books on the middle school see control as a responsibility to be shared among all members of the staff.[19]

As Table 11 shows, respondents representing all types of grade organizations reported that the principal and/or his assistant bear the primary responsibility for discipline in their schools. Only a scattering of respondents linked the counseling staff with this level of responsibility, but as already has been noted, many schools do not have counselors in the first place. Thus, it appears that the team approach to discipline, although quite widespread among textbook writers and others, does not have much support among the principals who responded to the questionnaire.

In their chapter on curriculum planning in *The Emergent Middle School,*[20] the authors ask the following pertinent questions that have a direct bearing on scheduling: "Can teaching teams develop their own schedules for the curriculum areas they represent? . . .Can teachers arrange for longer periods of work with pupils when needed? . . .Can individual pupils be scheduled for independent study when its use is indicated?" The implication is that this kind of flexibility in programming is necessary if the middle school is to help intermediate-age pupils grow toward responsible adulthood.

Table 12 deals with these questions. There can be little doubt that the answers to each of these questions by respondents representing both middle and non-middle schools is chiefly in the negative. Eighty-five percent of all 5-7 through 6-8 schools reported having conventional programming arrangements, thereby far outdistancing schools with flexible scheduling or a combination of rigid and flexible scheduling. This compares with 93.9 percent for junior high schools. An even larger percentage, 88.8 percent of 4-7 and 4-8 schools employ this type of programming. The smallest percentage, 79.2 percent, is reported by 5-9 and 6-9 schools.

Moreover, the cushioning effect of transferring fifth graders in those middle schools with fifth grade classes from the self-contained classroom to the sixth grade "neighborhood," where they move about somewhat under the guidance of teacher-teams while still spending most of their time with a single teacher, to the 7th and 8th grade "society," where homeroom time is cut to two periods daily and the pupil follows a departmentalized schedule for the rest of the day, is conspicuous by its absence among most 5-7 through 6-8 schools.[21]

In addition, except for elementary schools, few schools of any kind reported having self-contained classes, and a slightly larger proportion of schools reported having both departmentalized and self-contained classes. But a disproportionately large number of schools reported having only departmentalized classes. If anything, the peripheral grade organizations, namely the 4-7, 4-8 and the 5-9, 6-9 schools, fared a little better percentagewise in this respect than did the 5-7 through 6-8 schools. For a more balanced picture, it may be useful to compare the Carnegie and flexible percentages of middle schools and junior high schools (7-9). This yields a mere 3.2 percent edge for the middle school.

These data suggest the presence of a fatal division in the middle school movement. On the one hand, a small proportion of middle schools, not more than 15 percent, seem to be attempting to implement the orthodox middle school philosophy. On the other hand, more than three-quarters of respondent middle

schools have complete departmentalization, regardless of the pupils' grade level, and relatively few schools attempt to ease the pupils' transition from the fifth and sixth grades into the departmentalized program. This group of pupils is probably worse off than if they had remained in their home elementary schools, since they seem to be "betwixt the devil and the deep."

Table 13 reexamines the scheduling data in Table 12 from the perspective of school enrollment size. Although the Carnegie unit dies quite slowly in both middle and non-middle schools, Table 13 does suggest the existence of a slight relationship between size of enrollment and propensity to experiment with more streamlined scheduling patterns. Apparently, the largest proportion of adherents to the traditional schedule are those schools which enroll the fewest number of students. Perhaps financial considerations prevent these schools from making extensive purchases of some of the types of equipment which usually accompany the newer scheduling arrangements. However, these schools comprise only a small proportion of all middle schools. At any rate, the link between the type of schedule and size of enrollment is so unsubstantial that it can be ignored for all practical purposes.

As we have already noted, flexible programming is the exception rather than the rule among the schools represented in this study. Yet, in the present emergent state of the middle school movement, it is possible that performance may sometimes lag behind intentions. A clue to the intentions of school administrators with respect to innovative programming lies in the provisions for study at their schools. Study halls and supervised study suggest one kind of program; learning resource centers, seminars, and independent study arrangements suggest quite a different kind.

Provisions for study are summarized in Table 14. About 30 percent of all schools reported that they had exclusively traditional study provisions. Only 25 percent had exclusively modern study provisions. A total of 55 percent of all respondents stated that they have traditional and/or modern provisions for study. Apparently, then, a safe generalization from these data is that *all* types of school organizations are moving in the direction of installing modern study provisions, and more than one-half of the respondents already have such provisions. The reader should, of course, note that middle schools are not in the forefront of this movement. They are merely moving with the tide.

Whether or not one can truly equate the kind of performance related to study provisions with the intention to sweep away traditional programming only time will tell. Some school administrators may indeed be getting ready to make the big change to innovative programming. Others may feel that they can salvage the Carnegie unit, while at the same time

they make attractive physical changes in their plants, such as installing learning resource centers and study carrels.

Table 15, which focuses on the impact of enrollment size on study provisions suggests that the smallest schools are more likely to have conventional study provisions than the larger schools. Again, inadequate school revenues rather than philosophical considerations may account for this situation.

Educators and psychologists have stressed repeatedly the need for a wide range of exploratory activities for young people of middle school age. For example, North Central Association guidlines for junior high schools include the following statement:

> The activity program should be inclusive of a wide spectrum of experiences so articulated with other levels of the K-12 experience as to assure opportunities for continuation of previous activities and to provide opportunity for exploration of new experiences.[22]

With a few notable exceptions, middle school and other respondents to this survey furnished scant evidence that their students were being offered a large and varied array of exploratory experiences. Although data were collected relative to all elective offerings, no attempt has been made here to present the results in tabular form. These data revealed that most middle schools differed only insignificantly in the extent of their exploratory course offerings. The data relative to foreign language offerings in Table 16 are not to be interpreted as typical of exploratory course offerings generally. However, they do suggest the distance which both middle and other intermediate grade schools must travel in order to meet the guidelines set by the profession. Thus, more than half of the 5-7 through 6-8 schools report offering no foreign languages whatsoever. This may be contrasted with the much more favorable performance of schools which include the ninth grade. (Perhaps the language offerings for these schools are frequently intended exclusively for ninth grade pupils.) The poorest performance is that of the 4-7 and 4-8 contingent. Nearly 70 percent of these schools reported offering no languages whatsoever.

Junior high schools have often been criticized for introducing their students to athletic and social activities which are common in senior high schools.[23] Interscholastic athletics, marching bands, proms, and social dancing are part and parcel of numerous junior high school programs. Although not commenting in detail on the social programs of junior high schools, the North Central Association, at least by inference, agrees that interscholastic athletics should be discouraged. It urges that "intra-school activities shall take precedence over inter-school activities."[24] To what extent do middle schools and other intermediate grade schools follow this admonition? Are middle schools setting a good example in this respect for junior high schools? And what about peripheral schools which include either grade 4 or grade 9, as well as typical middle school grades?

Table 17 supplies the answers to these questions. Athletic teams at 25 percent of all schools with 5-7 through 6-8 grades compete exclusively with teams from other schools. This compares with 28 percent

for 7-9 schools, 36 percent for 4-7 and 4-8 schools, and 31 percent for 5-9 and 6-9 schools. Forty percent of all 5-7 through 6-8 schools have both interscholastic and intramural athletics, the latter probably for pupils in grade 5 and/or grade 6. Slightly less than one-third of these schools have only intramural athletics. Although these schools seemingly cast a heavy vote for interscholastic athletics, their intramural athletic programs enjoy a lead of nearly 13 percent over the 7-9 schools. However, both 7-8, and 4-7 and 4-8 schools have an even larger lead over junior high schools than do the middle schools, and the performance of the 5-9 and 6-9 schools is close to that of the junior high schools in this respect. Thus, there is no clear indication that the 5-7 through 6-8 schools have a commanding lead over other intermediate grade schools in the extent of their adherence to intramural athletic programs.

Social activities in intermediate grade organizations follow a pattern which all too closely resembles that of athletic programs. As Table 18 indicates, although the proportion of schools of all types, including 7-9 schools, which report that they have proms and social dancing ("adult" social activities) is encouragingly small, this is more than counterbalanced by the proportions of different types of schools which report having both adult and multipurpose social activities. Once more, as with the athletic programs, this suggests that proms and social dancing are reserved for older students. Data from the peripheral schools reflect conflicting trends. The 5-9 and 6-9 schools report having this type of social program much more often than the 5-7 through 6-8 schools. On the other hand, the 4-7 and 4-8 schools report the smallest percentage of schools having both types of social programs.

Are there any unifying threads running through these data? What can we deduce concerning the 5-7 through 6-8 schools? And what of the peripheral schools, which include either grade 4 or grade 9, and which are so often bunched with 5-7 through 6-8 schools? Do they bear a sufficiently strong family resemblance to the latter to justify treating them as members of a single class? Are the 7-8 schools more like typical junior high schools or middle schools? Are middle schools, *per se,* the answer to the alleged weaknesses of the typical 7-9 school? Are they giving intermediate-age pupils the kind of instructional program described in the North Central Association guidelines for junior high schools and/or middle schools? To find answers to these crucial questions, the data presented up to this point need to be synthesized.

We have already seen that the three ratios of pupil support, namely, the pupil-administrator, pupil-counselor, and pupil-teacher ratios, do not distinguish clearly among the various types of intermediate grade schools (Table 5-10). Likewise, the data on discipline in Table 11 and on foreign-language offerings in Table 16 are too one-sided to be of any value. There does seem to be some slight relationship between size of

enrollment and scheduling and study provisions (Tables 13 and 15). Perhaps as has already been noted, fiscal rather than philosophical considerations prevent a large proportion of small schools from adopting flexible programming and innovative study arrangements which often require additional substantial investments for new equipment. Thus the foregoing questions need to be examined in terms of class schedules, study provisions, athletic programs, and social activities for all types of intermediate grade organizations.

Table 19 is a highly simplified version of several earlier tables in this study. It focuses exclusively on the extent to which all types of schools, including elementary schools, adhere to middle school "standards" for each of the four factors just mentioned. This makes it possible to compare the different types of schools more effectively.

Among other things, this table matches the performance of middle schools, as well as other intermediate grade schools, with that of the elementary school on all four standards. Of course, the middle school should most closely resemble the elementary school on the factors of intramural athletics and nonadult social activities. On each of these factors, however, middle school participation registers sizeable deficits. Surprisingly enough, a slight deficit is likewise registered by middle schools in the provisions for flexible scheduling, and a somewhat larger deficit on modern study arrangements. If middle schools are to achieve uniqueness in these two areas, these standards will have to be adopted by very much larger proportions of such schools.

Middle schools lead the 7-9 junior high schools on all four factors, but particularly on intramural athletics and nonadult social activities. The 4-6 to 4-8 schools have a slight edge on the middle schools on all but the scheduling factor. On the record, the 4-6 to 4-8 schools as a class should definitely be regarded as middle schools. (However, one unanswered question which merits careful investigation is whether fourth grade youngsters are developmentally prepared to embark on the middle school way of life.)

The 5-9 and 6-9 schools resemble the middle schools on flexible scheduling and modern study provisions, but differ sharply from them on the critical factors of intramural athletics and nonadult social activities. Aside from the emphasis in these schools on high school-type athletics and social activities, it would seem there is a fatal flaw in attaching ninth grade classes to school organizations which otherwise include only middle school age pupils. The full extent of their deficits on the athletic and social factors can be gauged by comparing their performance with that of elementary schools. Such a comparison yields deficits of 31.1 and 24.8 points respectively. Under the circumstances, the 5-9 and 6-9 schools can hardly be regarded as eligible for the middle school status.

The performance of the 7-8 schools is similar to that of the middle schools on all but the social activity factor. The middle schools have a 12-point margin on this factor over both the 7-8 and the 7-9 schools. However, a point-by-point comparison of 7-8 and 7-9 schools on the remaining three factors underscores the marked resemblance of the former to the middle school. It would therefore seem that the 7-8 schools should be admitted to the ranks of middle schools with reservations. If in the future there is no

substantial shift among these schools away from adult type social affairs, they should then be categorized in some other way.

However, for all types of intermediate grade schools, the problem of classification is somewhat complicated because, as we have seen so many of these schools have names which indicate that, at least officially, they are junior high schools, intermediate schools, and the like, rather than middle schools, *per se.* If we are to decide on middle school membership purely in accordance with official school designations, then according to Table 4, we would have to say that there are altogether 350 middle schools in the United States. In addition, only 27 out of 450 seventh through eighth grade schools, and 12 out of 89 fourth through seventh and fourth through eighth grade schools would qualify as middle schools. Yet, the North Central Association guidelines are apparently intended to apply to *both* middle and junior high schools. (Although the introductory portions of the North Central statement make no reference to middle schools, at the bottom of the second page, page 186, there is the one and only reference to "the junior high school or middle school."[25] The statement then proceeds to outline a series of standards, which, for all intents and purposes, are recognizable as middle school standards. It would seem to us that by setting these standards the North Central Association is endeavoring to pull all junior high schools up to the standards which are described in the literature for the middle schools. In a real sense, then, future accreditation of junior high schools becomes contingent upon the extent to which they adhere to middle school specifications. This is a highly realistic approach, since what really matters is not the label on the bottle, but what the bottle contains.

Two very interesting questions in this survey which we believed might contribute to a resolution of the dilemma just described, required respondents to state first, what organizational structure they thought their schools most closely represented (Question 11) and, secondly, whether they believed that their schools were actually operating under a middle school program or were merely moving in that direction (Question 12). Question 11 was intended to elicit the extent respondents believed that the type of school organization described in the names of the schools corresponded with their perceptions of the school's organizational structure. It might be surmised that, for all intents and purposes, a high degree of correspondence would be indicated. But, as Table 20 demonstrates, this was not inevitably the case. Although respondents from the self-styled middle schools answered Question 11 in this vein (the degree of correspondence was 85 percent) there was a great deal of variation in the responses of principals from other types of schools. Further analysis of the data in Table 20 indicates, close to 58 percent of all junior high school respondents perceived no significant difference between the school title and their

school structure, but for intermediate, elementary, and other types of schools the indicated degree of correspondence between school title and school structure ranged from moderate to insignificant. By the same token, large percentages of respondents from all types of schools identified with the middle school type of organization. The relatively high rate of identification with middle schools of schools with names other than middle, junior high, intermediate, or elementary school is consistent with the breakdown of grades taught in these schools shown in Table 4, which indicates that 17 of them are 5-7 through 6-8 schools. (For additional information concerning the grades represented by the numbers in Table 20 the reader should cross-check with Table 4.) Despite the extensive identification with the middle school structure evidenced by the responses recorded in Table 20, the magnitudes of the reported disparities between title and structure are such that one can probably safely conclude merely that there is a marked trend toward the middle school type of organization.

Table 21, however, which subdivides each type of grade organization according to the school structures reported by respondents, without regard to actual school titles, is far more useful as a means of matching intention with grade organization. Note, for example, how close together the 4-7 and 4-8 and the 5-7 through 6-8 schools are in terms of reported identification with the middle school structure. Here, too, we see that the degree of identification with middle school structure by 5-9 and 6-9 schools is not nearly as impressive. However, the risk factor in placing 7-8 schools squarely in the middle school category is rather high, at least in terms of the reported perceptions of 7-8 respondents concerning their school structure. If the latter were the sole criterion for middle school membership, we would be much more likely to exclude the 7-8 schools and to include the 5-9 and 6-9 schools. But, as we have already seen, except for their social programs, the 7-8 schools more closely resemble the 5-7 through 6-8 schools than do the 5-9 and 6-9 schools. Apparently, a much larger proportion of these schools are attempting to comply with certain key North Central Association standards than are the 7-9 schools.

Table 22 summarizes the results from the final question in this survey. This question required the respondent to go beyond merely identifying the existing school structure and to indicate whether his school has "arrived" at the middle school destination or is moving in that direction. It is interesting to note that less than one-half of all the 5-7 through 6-8 schools believe that they are implementing middle school philosophy to the greatest possible extent. Understandably, other types of grade organization are even more reluctant to express such a notion. For all intents and purposes, then, most intermediate grade schools are well aware of the gap lying between their programs and what they conceive to be the middle school philosophy. Except for the 5-7 through 6-8 group, larger proportions of respondents believe that their schools are attempting to close this gap.

Putting together the two types of responses yields a more meaningful impression of the stance of these schools vis-a-vis the middle school than if they are considered separately. When seen in this light, we note the strikingly similar proportions of plus votes among the 4-7 and 4-8 and the 5-7 through 6-8 types of grade organization. Although the plus votes among the 5-9 and 6-9 schools are considerably less, they constitute about two-thirds of all schools in this category, and they exceed the plus votes of the 7-8 contingent by a comfortable margin. This reinforces the observation that the reported propensity to identify with the middle school philosophy and program should not be confused with the extent of actual identification, as measured by such important factors as flexible class schedules, innovative study provisions, intramural athletics, and nonadult social activities. No doubt, with the passing of time, if this urge to identify with the middle school is sufficiently potent, it will be translated into actions which follow these and other middle school guidelines more closely.

Summary

This survey was designed to identify those characteristics which set the middle school apart from other types of school organization. Although in the early stages of a new movement some confusion concerning its philosophy and program is inevitable, middle schools have now entered their third decade, and a situation still exists in which there is a bewildering variety of notions concerning the guidelines that should be utilized in determining whether or not a school is a middle school.

A questionnaire was designed, a copy of which appears in the Appendix of this report. This instrument was intended to elicit certain types of information which the literature on the middle school identify as germane to this type of investigation. Thus, responses to Question 3, which deals with school personnel, were used to assess student-support levels in terms of pupil-administrator, pupil-counselor, and pupil-teacher ratios. Questions 5-10 yielded data by means of which we were able to gauge the extent to which respondent schools were providing "an intellectually-responsible, needs-centered, guidance-oriented, exploration-conscious program of learning," to quote the language of the North Central Association "Statement of Principles."[26] These questions related to class schedules primary responsibility for discipline, study provisions, athletic programs, social activities, and exploratory offerings. Questions 11 and 12 called on respondents to identify the type of organizational structure of their schools and to indicate whether they believed that their schools were actually functioning as middle schools or were leaning in this direction.

The questionnaire was sent to all schools in the United States, regardless of grade level, whose names included the words "middle school," to other self-styled intermediate, central, upper elementary, and senior elementary schools which could conceivably be middle schools, to those schools, regardless of school title, with two to five grades, including grades 6 and 7, starting with grade 4 and continuing through grade 8, and to stratified random samples of 275 elementary and 91 seventh through ninth junior high

schools. Self-styled or suspect middle schools in the target population totalled 1,988. The purpose of adding two sets of sampled schools to the total presumed middle school population was to furnish a basis for comparing middle schools with non-middle schools.

Returns totalled 2,048, which is equivalent to an 87 percent response rate. Because most tables included responses from separate populations and samples, the chi square test was employed throughout to determine the significance of the findings relative to samples. Since in a small number of cases the expected frequencies were small, the Yates correction for small expected frequencies was applied when appropriate. In all cases but one (Table 13), the probability that chance could explain the findings was less than .01. For Table 12 data, the probability approximated .06.

The central problem of the study involved pinpointing those characteristics by which a middle school could be defined. A relatively minor problem required deciding whether to abide by the usual requirement that a middle school organization must consist of at least three grades or to place the minimum number of required grades at two. Selecting either alternative would affect the status of 6-7 and 7-8 schools. In view of the fact that there are a great many two-grade schools that call themselves middle or intermediate schools, it was decided to include these schools in the working definition of the middle school. It was also decided to take a close look at schools which, although including typical middle school grades, such as 5-8 or 6-8, also teach grade 4 or grade 9, since in both grades pupils are usually regarded as non-intermediate.

Conclusions

Two conclusions emerged:

1. *Definition of a Middle School*
   A school for pupils in grades 4 through 8, with at least two but not more than five grades, including grades 6 and 7 or 7 and 8.
2. *Middle School Standards*
   a. Pupil-administrator, pupil-counselor, and pupil-teacher ratios — Such as will offer adequate support for middle school students, the optimal range to be determined by consensus of middle school personnel, preferably to be expressed through their professional associations.

   b. Curriculum and Cocurriculum — Class schedules, study provisions, required and elective course offerings, and social and athletic activities which will encourage maximum growth toward adult self-direction and responsibility, in keeping with the state of the arts concerning the developmental tasks of intermediate grade students. Independent study, discovery and inductive learning, large- and small-group instruction, flexible schedules, varied and imaginative exploratory courses, nonadult athletic and social programs, should be encouraged.

Implications

A careful reading of this report should suggest a number of opportunities for fruitful research, including the following:

1. Desirability of including the fourth grade with typical middle school grades in a school.
2. Desirability of including the ninth grade with typical middle school grades in a school.
3. In-depth studies of 7-8 school organizations and their place in the middle school movement.
4. Effectiveness of integrated vs. non- or partially-integrated middle schools.
5. Feasibility of establishing a National Association of Middle Schools.

TABLE 1
*REGIONAL AND STATE-BY-STATE DISTRIBUTION OF MIDDLE SCHOOLS

Region 1 – New England – 8.1%

Connecticut	59
Maine	32
**Massachusetts	13
New Hampshire	14
Rhode Island	8
Vermont	12
	138

Region 2 – Middle Atlantic – 12.3%

Delaware	3
New Jersey	105
New York	72
Pennsylvania	29
	209

Region 3 – South Atlantic – 7.3%

District of Columbia	1
Kentucky	16
Maryland	26
North Carolina	22
Virginia	43
West Virginia	16
	124

Region 4 – East South Central – 4.7%

Alabama	14
Florida	23
Georgia	14
Mississippi	10
South Carolina	9
Tennessee	10
	80

Region 5 – East North Central – 25.5%

Illinois	112
Indiana	33
Michigan	123
Ohio	131
Wisconsin	34
	433

Region 6 – West North Central – 6.1%

Iowa	73
Kansas	4
Minnesota	2
Missouri	15
**Nebraska	2
North Dakota	1
South Dakota	6
	103

Region 7 – West South Central – 11.9%

Arkansas	7
Louisiana	25
New Mexico	8
Oklahoma	1
Texas	160

Region 8 – Mountain States – 2.1%

Colorado	18
Idaho	8
Montana	1
Utah	6
Wyoming	3
	36

Region 9 – Pacific States – 22.0%

Alaska	4
Arizona	14
California	299
Hawaii	6
Nevada	1
Oregon	24
Washington	24
	372

GRAND TOTAL 1696

TABLE 2
REGIONAL DISTRIBUTION OF MIDDLE SCHOOL ENROLLMENTS

Enrollment Range	1	2	3	4	5	6	7	8	9	Total	%
200 and less	24	3	7	1	29	42	23	6	13	149	8.7
201-400	28	29	26	18	111	34	68	17	56	387	22.8
401-600	28	58	32	25	115	13	41	7	90	409	24.1
601-800	24	46	23	23	102	6	23	3	114	364	21.5
801-1000	12	27	14	7	51	3	18	3	63	198	11.7
1001-1200	3	17	11	4	16	1	15	0	27	94	5.6
Over 1200	6	29	11	1	9	2	13	0	9	80	4.7
*Other	13					2					.9
TOTALS	138	209	124	79	433	103	201	36	372	1696	

*Enrollment data unavailable for these schools.

TABLE 3
MIDDLE SCHOOL AND NON-MIDDLE SCHOOL ENROLLMENT BY GRADES

Enrollment Range	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	%
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
200 and less	7	7.9	96	8.4	50	11.1	1	2.1	4	4.9	30	12.7	188	9.2
201-400	30	33.7	267	23.4	93	20.7	5	10.4	13	15.8	86	36.3	494	24.1
401-600	21	23.6	289	25.3	93	20.7	8	16.6	11	13.4	61	25.7	483	23.6
601-800	25	28.1	228	20.0	111	24.6	12	25.0	19	23.2	38	16.0	433	21.1
801-1000	3	3.4	136	11.9	57	12.7	9	18.8	12	14.6	13	5.5	230	11.2
Above 1000	3	3.3	126	11.0	46	10.2	13	27.1	23	28.1	9	3.8	220	10.8
TOTALS	89		1142		450		48		82		237		2048	

TABLE 4
GRADES TAUGHT BY
VARIOUS TYPES OF SCHOOLS

	Middle		Junior High		Intermediate		Elementary		Miscellaneous			
Grade Span	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
4-7 and 4-8	12	3.4	16	2.4	7	1.5	52	9.8	2	7.7	89	4.4
5-7 through 6-8	275	78.6	391	59.1	195	40.8	264	49.6	17	65.4	1,142	55.7
7-8	27	7.7	140	21.7	201	42.0	80	15.0	2	7.7	450	22.0
5-9 and 6-9	7	2.0	30	4.5	1	.2	9	1.7	1	3.8	48	2.3
7-9	4	1.1	57	8.6	17	3.6	4	.8	0	0.0	82	4.0
All Others	25	7.1	28	4.2	57	11.9	123	23.1	4	15.4	237	11.6
TOTALS	350		662		478		532		26		2048	

TABLE 5
RATIO OF PUPILS TO ADMINISTRATORS
BY GRADE ORGANIZATION

	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other			
Pupils Per Administrator	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
400 and less	42	47.2	573	50.2	24	50.0	38	46.4	278	61.8	152	64.2	1107	54.0
401-600	24	27.0	408	35.7	16	33.3	26	31.7	139	30.9	48	20.2	661	32.3
601 and above	23	25.8	161	14.1	8	16.7	18	21.9	33	7.3	37	15.6	280	13.7
TOTALS	89		1142		48		82		450		237		2048	

TABLE 6
RATIO OF PUPILS TO COUNSELORS BY GRADE ORGANIZATION

Pupils Per Counselor	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
200 and less	3	3.4	34	3.0	20	4.4	—	—	2	2.4	23	9.7	82	4.0
201-400	11	12.3	220	19.3	130	28.9	15	31.3	28	34.2	10	4.2	414	20.1
401-600	7	7.9	260	22.8	99	22.0	17	35.4	26	31.7	15	6.3	424	20.7
601-800	11	12.4	140	12.2	53	11.8	5	10.4	11	13.4	13	5.5	233	11.4
Over 800	4	4.5	119	10.4	38	8.4	6	12.5	8	9.8	14	5.9	189	9.3
None	53	59.5	369	32.3	110	24.5	5	10.4	7	8.5	162	68.4	706	34.5
TOTALS	89		1142		450		48		82		237		2048	

TABLE 7
RATIO OF PUPILS TO TEACHERS BY GRADE ORGANIZATION

Pupils Per Teacher	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
13 and less	3	3.4	34	2.9	19	4.2	—	—	14	4.9	2	.8	62	3.1
14-19	10	11.2	270	23.6	116	25.8	14	29.2	19	23.2	16	6.8	445	21.7
20-25	42	47.2	554	48.5	213	47.3	25	52.1	42	51.2	134	56.5	1010	49.3
26-31	29	32.6	260	22.9	101	22.5	8	16.7	17	20.7	73	30.8	488	23.8
32 and above	5	5.6	24	2.1	1	.2	1	2.0	—	—	12	5.1	43	2.1
TOTALS	89		1142		450		48		82		237		2048	

TABLE 8
RATIO OF PUPILS TO ADMINISTRATORS
BY PUPIL ENROLLMENT

Pupils Per Administrator	200 or less		201-400		401-600		601-800		801-1000		1001-1200		Over 1200			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
200 and less	174	92.6	43	8.7	41	8.5	5	1.2	2	1.2	—	—	9	8.9	274	13.4
201-400	11	5.8	434	87.9	118	24.4	223	51.5	44	19.1	32	26.9	19	18.8	881	43.0
401-600	3	1.6	16	3.2	323	66.9	13	3.0	144	62.6	78	65.6	34	33.7	611	29.9
601 and over	—	—	1	.2	1	.2	192	44.3	40	16.4	9	7.5	39	38.6	282	13.8
TOTALS	188		494		483		433		230		119		101		2048	

TABLE 9
RATIO OF PUPILS TO COUNSELORS
BY PUPIL ENROLLMENT

Pupils Per Counselor	200 or less		201-400		401-600		601-800		801-1000		1001-1200		Over 1200			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
200 and less	53	28.2	14	2.8	6	1.2	1	.2	1	.4	—	—	7	6.9	82	4.0
201-400	32	17.0	165	33.4	51	10.6	93	21.5	30	13.1	26	21.8	17	16.8	414	20.2
401-600	5	2.7	20	4.1	218	45.1	19	4.4	78	33.9	44	37.0	40	39.6	424	20.7
601-800	—	—	21	4.3	2	.4	184	42.5	3	1.3	1	.8	22	21.8	233	11.4
801 and over	8	4.2	10	2.0	38	7.9	12	2.8	77	33.5	35	29.5	9	8.9	189	9.2
None	90	47.9	264	53.4	168	34.8	124	28.6	41	17.8	13	10.9	6	6.0	706	34.5
TOTALS	188		494		483		433		230		119		101		2048	

TABLE 10
RATIO OF PUPILS TO TEACHERS
BY PUPIL ENROLLMENT

Pupils Per Teacher	200 or less		201-400		401-600		601-800		801-1000		1001-1200		Over 1200			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
19 or less	72	38.3	152	30.8	115	23.8	78	18.0	37	16.1	25	21.0	28	27.7	507	24.8
20-25	86	45.7	223	45.1	237	49.1	224	51.7	123	53.5	64	53.8	53	52.5	1010	49.3
26 and above	30	16.0	119	24.1	131	27.1	131	30.3	70	30.4	30	25.2	20	19.8	531	25.9
TOTALS	188		494		483		433		230		119		101		2048	

TABLE 11
PRIMARY RESPONSIBILITY FOR DISCIPLINE
BY GRADE ORGANIZATION

Primary Responsibility	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
Principal or Assistant Principal	75	84.3	995	87.1	392	87.1	36	75.0	74	90.3	180	76.0	1752	85.5
Counseling Staff	1	1.1	25	2.2	12	2.7	5	10.4	1	1.2	2	.8	46	2.3
Others	13	14.6	122	10.7	46	10.2	7	14.6	7	8.5	55	23.2	250	12.2
TOTALS	89		1142		450		48		82		237		2048	

TABLE 12
TYPES OF SCHEDULES
BY GRADE ORGANIZATION

Type of Schedule	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Carnegie Unit	63	70.8	879	77.0	396	88.0	36	75.0	77	93.9	142	59.9	1593	77.8
Self-Contained	6	6.8	21	1.8	2	.4	–	–	–	–	47	19.8	76	3.7
Both	10	11.2	71	6.2	–	–	2	4.2	–	–	16	6.8	99	4.8
Modern	5	5.6	92	8.1	30	6.7	5	10.4	2	2.4	24	10.1	158	7.7
Carnegie + Modern	5	5.6	79	6.9	22	4.9	5	10.4	3	3.7	8	3.4	122	6.0
TOTALS	89		1142		450		48		82		237		2048	

TABLE 13
TYPES OF SCHEDULES
BY PUPIL ENROLLMENT*

Type of Schedule	200 or less		201-400		401-600		601-800		801-1000		1001-1200		Over 1200		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Traditional	173	92.0	442	89.4	410	84.9	367	84.7	194	84.4	100	84.0	82	81.2	1768	86.3
Modern	7	3.7	27	5.5	42	8.7	33	7.7	22	9.5	14	11.8	13	12.9	158	7.7
Combination	8	4.3	25	5.1	31	6.4	33	7.6	14	6.1	5	4.2	6	5.9	122	6.0
TOTALS	188		494		483		433		230		119		101		2048	

*Chi square for the above data yields a confidence level of about 6 percent.

TABLE 14
STUDY PROVISIONS
BY GRADE ORGANIZATION

Study Provisions	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Conventional	28	31.5	325	28.4	148	32.9	18	37.5	29	35.4	82	34.6	630	30.7
Modern	22	24.7	268	23.5	123	27.3	11	22.9	12	14.6	76	32.1	512	25.0
Combination	30	33.7	393	34.4	122	27.1	14	29.2	31	37.9	38	16.0	628	30.7
None	9	10.1	156	13.7	57	12.7	5	10.4	10	12.1	41	17.3	278	13.6
TOTALS	89		1142		450		48		82		237		2048	

TABLE 15
STUDY PROVISIONS
BY PUPIL ENROLLMENT

Study Provisions	200 or less		201-400		401-600		601-800		801-1000		1001-1200		Over 1200		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Conventional	97	51.6	187	37.8	151	31.3	116	26.8	42	18.3	24	20.2	13	12.9	630	30.8
Modern	37	19.7	106	21.5	114	23.6	116	26.8	72	31.3	35	29.4	32	31.7	512	25.0
Combination	37	19.;	146	29.6	154	31.9	145	33.5	80	34.8	35	29.4	31	30.7	628	30.6
None	17	9.0	55	11.1	64	13.2	56	12.9	36	15.6	25	21.0	25	24.7	278	13.6
TOTALS	188		494		483		433		230		119		101		2048	

TABLE 16
FOREIGN LANGUAGE OFFERINGS
BY GRADE ORGANIZATION

Number of Languages	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
0	62	69.7	598	52.4	146	32.4	14	29.2	23	28.0	213	89.9	1056	51.6
1	24	27.0	315	27.6	153	34.0	16	33.3	20	24.4	15	6.3	543	26.5
2	3	3.3	159	13.9	94	20.9	15	31.2	23	28.1	3	1.3	297	14.5
3 or more	0	0.0	70	6.1	57	12.7	3	6.3	16	19.5	6	2.5	152	7.4
TOTALS	89		1142		450		48		82		237		2048	

TABLE 17
ATHLETIC PROGRAMS
BY GRADE ORGANIZATION

Athletic Program	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Inter-scholastic	32	36.0	285	25.0	122	27.1	15	31.2	23	28.0	30	12.7	507	24.8
Intramural	31	34.8	367	32.1	164	36.4	10	20.8	16	19.5	123	51.9	711	34.7
Both	16	18.0	457	40.0	148	32.9	20	41.7	40	48.8	44	18.5	725	35.4
Neither	10	11.2	33	2.9	16	3.6	3	6.3	3	3.7	40	16.9	105	5.1
TOTALS	89		1142		450		48		82		237		2048	

TABLE 18
SOCIAL ACTIVITIES
BY GRADE ORGANIZATION

Social Activities	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Multi-purpose	33	37.1	398	34.9	101	22.5	12	25.0	18	22.0	118	49.8	680	33.2
Adult	4	4.5	135	11.8	79	17.6	8	16.7	10	12.2	9	3.8	245	11.9
Combination	34	38.2	473	41.4	234	51.9	23	47.9	47	57.3	45	19.0	856	41.8
None	18	20.2	136	11.9	36	8.0	5	10.4	7	8.5	65	27.4	267	13.1
TOTALS	89		450		1142		48		82		237		2048	

TABLE 19
PERCENTAGE EXTENT OF CONFORMITY
TO MIDDLE SCHOOL STANDARDS
BY GRADE ORGANIZATION

Type of Standard	4-7 and 4-8	5-7 through 6-8	7-8	5-9 and 6-9	7-9	Other
Flexible Scheduling	5.6	8.1	6.7	10.4	2.4	10.1
Modern Study Provisions	24.7	23.5	27.3	22.9	14.6	32.1
Intramural Athletics	34.8	32.1	36.4	20.8	19.5	51.9
Nonadult Social Activities	37.1	34.9	22.5	25.0	22.0	49.8

TABLE 20
EXTENT OF CORRESPONDENCE
BETWEEN SCHOOL TITLE
AND PERCEIVED SCHOOL STRUCTURE

Perceived School Structure	Middle		Junior High		Intermediate		Elementary		Miscellaneous			
	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
Middle	299	85.4	244	36.8	226	47.3	257	48.3	13	50.0	1039	50.7
Junior High	29	8.3	382	57.7	193	40.4	160	30.0	4	15.4	768	37.5
Intermediate	1	.3	4	.6	30	6.3	3	.6	—	—	38	1.9
Elementary	20	5.7	31	4.7	28	5.8	110	20.7	6	23.1	195	9.5
Other	1	.3	1	.2	1	.2	2	.4	3	11.5	8	.4
TOTALS	350		662		478		532		26		2048	

TABLE 21
PERCEIVED SCHOOL STRUCTURE
BY GRADE ORGANIZATION

Perceived School Structure	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
Middle	61	68.6	785	68.7	87	19.3	21	43.7	4	4.9	81	34.2	1039	50.7
Junior High	10	11.2	324	28.4	336	74.7	24	50.0	74	90.3	—	—	768	37.5
Intermediate	3	3.4	6	.5	15	3.3	1	2.1	1	1.2	12	5.0	38	1.9
Elementary	14	15.7	26	2.3	12	2.7	1	2.1	2	2.4	140	59.1	195	9.5
Other	1	1.1	1	.1	—	—	1	2.1	1	1.2	4	1.7	8	.4
TOTALS	89		1142		450		48		82		237		2048	

TABLE 22
ORGANIZATIONAL STATUS
BY GRADE ORGANIZATION

	4-7 and 4-8		5-7 through 6-8		7-8		5-9 and 6-9		7-9		Other			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Total	%
Has a middle school program	30	33.7	514	45.0	107	23.8	10	20.9	16	19.5	42	17.7	719	35.1
Doesn't have a middle school program	24	27.0	188	16.5	200	44.4	16	33.3	45	54.9	110	46.4	583	28.5
Moving toward a middle school program	35	39.3	440	38.5	143	31.8	22	45.8	21	25.6	85	35.9	746	36.4
TOTALS	89		1142		450		48		82		237		2048	

NATIONAL SURVEY OF INTERMEDIATE GRADE ORGANIZATION

1. Total enrollment for 1968/69 school year?_____
2. Total personnel employed in your school?_____
3. Indicate number of personnel in each of the following:
   A. Administrative _____
   B. Teaching_____
   C. Non-Professional engaged in classroom activities_____
   D. Non-Professional engaged in other than classroom activities_____
   E. Counseling_____
   F. Other Professional_____
4. Grades taught at your school:
   (Circle) 3 4 5 6 7 8 9
5. Class scheduling:
   _____ Daily class periods of_____ minutes each.
   _____Modular scheduling with modules of_____ minutes each.
   _____Other:_____
6. Who has the primary responsibility for discipline in your school?
   _____Principal____Asst. Principal_____Counselors
   _____Other:_____
7. Study arrangements you have or use:
   _____Study halls_____Learning Resource Center
   _____ Student Seminars_____Independent Study Projects _____ Facilities for Independent Study
   _____ Other: _____
8. Athletic program:_____ Interscholastic_____ Intramural or Interschool
9. Social activities for students:_____School Parties
   _____ Social Dancing
   _____ Prom
   _____ Various Outings
   _____ Other:_____
10. Types of exploratory subjects offered to your students:
    Languages: (List)_____
    Shops: (List)_____
    Other: (List)_____
11. What organizational structure does your school most closely resemble?
    _____Elementary (K-8)_____Junior High School
    _____Middle School _____ Other: _____
12. Do you believe that your school:
    a. has an actual middle school program?
       _____Yes____No
    b. is moving toward the middle school concept?
       _____Yes____No
13. I would like to receive the results of this survey.
    _____Yes____No

FOOTNOTES

[1] Research Division, NEA, Educational Research Service Circular No. 3 (1965), *Middle Schools.* (Mimeographed).

_____ ERS Reporter (1968), *Grade Organization Patterns.*

_____ ERS Circular No. 2 (1969), *Middle Schools in Action.*

[2] Gruhn, William T. and Harl R. Douglass, *A Survey of Practices in Junior High School Education.* (Mimeographed).

[3] Cuff, William A., "Middle Schools on the March," *NASSP Bulletin,* Vol. 51 (February, 1967), 82-86.

[4] Alexander, William M., *A Survey of Organizational Patterns of Reorganized Middle Schools.* United States Department of Health, Education, and Welfare, Office of Education, July, 1968. (Mimeographed).

[5] Gruhn and Douglass, *op. cit.*

[6] Cuff, *op. cit.*

[7] *Ibid.*

[8] Research Division, NEA, Educational Research Service Circular No. 2, No. 3, and ERS Reporter, 1968, *op. cit.*

[9] Alexander, *op cit.*

[10] Gruhn and Douglass, *op cit.*

[11] Committee on Junior High School Education, NEA, "Recommended Grades in Junior High or Middle Schools," *NASSP Bulletin,* Vol. 51 (February, 1967), 68-69.

[12] Alexander, *op. cit.,* p. 1. Cuff, *op. cit.,* p. 82.

[13] Moss, Theodore C., *Middle School* (New York: Houghton, Mifflin Co., 1969), p. 121.

[14] See, for instance, Alexander, William M. and Ronald P. Kealy, "From Junior High School to Middle School," *High School Journal,* Vol. 53 (December, 1969), 151-163; Bough, Max, "Theoretical and Practical Aspects of the Middle School," *NASSP Bulletin,* Vol. 53 (March, 1969), 8-13; Brinkman, Albert R., "We Call It The Middle School," *PTA Magazine,* Vol. 62 (June, 1968), 12-14.

[15] Alexander, *op cit.,* p. 12.

[16] Research Division, NEA, ERS Circular No. 2, *op cit.,* 2.

[17] Alexander, William M. *et al., The Emergent Middle School* (New York: Holt, Rinehart, and Winston, 1968), p. 62.

[18] *North Central Association Quarterly,* "Policies, Principles, and Standards for the Approval of Junior High Schools," Vol. 44 (Summer, 1969), p. 191.

[19] Alexander *et al, op. cit.,* p. 168. Moss, *op. cit.,*

Moss, *op. cit.,* p. 180.

[20] Alexander *et al., op. cit.,* pp. 80-81.

[21] *Ibid.,* p. 105.

[22] *North Central Association Quarterly, op. cit.,* p. 190.

[23] Sanders, Stanley G., "Challenge of the Middle School," *Educational Forum,* Vol. 22 (January, 1968), 194.

[24] *North Central Association Quarterly, op. cit.,* p. 190.

[25] *Ibid.,* p. 185.

[26] *Ibid.*

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4. Bough, Max, "Theoretical and Practical Aspects of the Middle School," *NASSP Bulletin,* Vol. 53 (March, 1969).
5. Brinkman, Albert R., "We Call It The Middle School," *PTA Magazine,* Vol. 62 (June, 1968).
6. Committee on Junior High School Education, NEA, "Recommended Grades in Junior High or Middle Schools," *NASSP Bulletin,* Vol. 51 (February, 1967).
7. Cuff, William A. "Middle Schools on the March," *NASSP Bulletin,* Vol. 51 (February, 1967).
8. Gruhn, William T. and Harl R. Douglass, *A Survey of Practices in Junior High School Education.* (Mimeographed).
9. Moss, Theodore C., *Middle School* (New York: Houghton, Mifflin Co., 1969).
10. *North Central Association Quarterly,* "Policies, Principles, and Standards for the Approval of Junior High Schools," Vol. 44 (Summer, 1969).
11. Research Division, NEA, Educational Research Service Circular No. 3 (1965) *Middle Schools.* (Mimeographed).
12. _____, ERS Reporter (1968), *Grade Organization Patterns.*
13. _____, ERS Circular No. 2 (1969), *Middle Schools in Action.*
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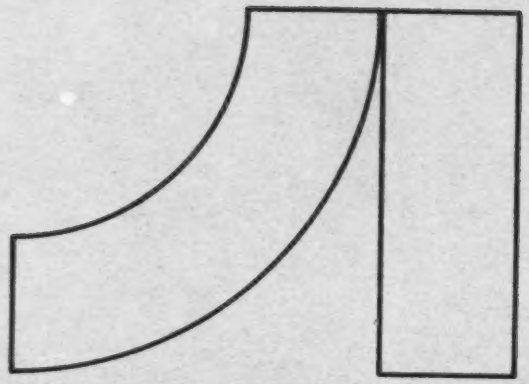

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